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ABSTRACT

This paper is a compilation of the presentations of six panelists from Brigham Young University describing an innovative career development program for university students. Unlike years past, when students were strongly urged to select a major course of study immediately upon admission to the University, the new program recognizes that career decisions have often been made in the light of very inaccurate information. It contends that career education and development are processes, not products, and that the student must be allowed time for exploration. The program is designed to respond to these problems. The first paper deals with the different university departments involved in the program, while the second describes a one-credit hour course called, "Practical Decision Making." The third presentation presents an overview of the decision making process and the fourth offers an evaluation of new career development programs. The fifth article deals with the use of self-instructional aids in career counseling while the final presentation describes a unique approach by Brigham Young University intended to make students more aware of its services. (HMV)

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HATCHING, SCRATCHING, AND DISPATCHING:

A CREATIVE CAREER DEVELOPMENT APPROACH

A Panel Presentation at the Annual Convention
American Personnel and Guidance Association
New Orleans, Louisiana

April 8-12, 1974

PANEL MEMBERS

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Hatching, Scratching and Dispatching:
A Creative Career Development Approach

Brigham Young University in Provo, Utah is one of the nation's largest private schools with an enrollment of over 25,000 day-time students. Of these, nearly 3,500 students are open (undecided) majors.

Historical perspective:

At one time in BYU's not too distant past, students were strongly urged to select a major course of study immediately upon admission to the University. Those who were undecided were forced to be the last ones to register each semester. They were also subjected to considerable pressure to declare a major by career counselors.

During the past few years the following administrative philosophy regarding career development has emerged:

(1) Students who achieve a premature closure of career plans often extend their schooling time as a result of several changes in major.
(2) Many life career decisions have been made in the light of very incomplete and often inaccurate information. Those who are most adamantly decided on a major are often those who have the least knowledge of the course of action they wish to pursue.
(3) Career education and development are processes-- not products. Thus, a student must be allowed time for exploration, consultation and evaluation.
(4) One-to-one counseling is too time consuming and uneconomical in reaching all students at various stages of career development.
(5) Counseling services and functions must be adapted so that they are complementary rather than competitive or overlapping.
(6) Every person has creative abilities that can be developed and applied to enrich all the aspects of his life.

In response to the preceding philosophy a creative career development approach is currently available to all BYU students and particularly for those yet undecided in their major. The following presentations describe the major components of the system.

Presented by
Lynn Eric Johnson, Ph.D., Chairman
Brigham Young University

Creative Bureaucracy: Overcoming
The Strictured Structure

Royce P. Flandro Ed.D.
Brigham Young University

Personal Development services are made available to BYU students by a variety of departments working in harmony toward the goal of developing the "whole student."

A. Career guidance and information is a significant part of this and is affected by referrals and coordination among the following programs: (See Chart 1)

1. The Pre-admission Education and Career Advisement Center provides information and advisement to high school and transfer students to assist them in selecting educational opportunities commensurate with career possibilities prior to admission to a college, university, apprenticeship, etc.

2. The Personal Development Center provides full counseling services, skills development, testing and information services. These services are available in the center but are also taken to the students in housing areas and in special Personal Development Fairs.

3. The College Advisement Center in each college of the university gives specific educational and vocational guidance to students majoring or planning to major in the various departments of that college. Each college advisement center is represented in the College Advisement Council.

4. The Career Education Department is in the College of General Studies where special programs serve the needs of all students regardless of major.

The Career Education Program assists students with purposeful exploration and planning during the selection and pursuit of a major and a career which are consistent with their personal characteristics, goals and values.

Specific Objectives are to:

a. Assist students to explore and to develop immediate as well as long-range life goals and to enable them to move toward these goals.
b. Assist students to explore various career opportunities in relation to their interests, values, abilities, and personalities.
c. Enable students to become acquainted with the educational alternatives at BYU and to assist them in choosing and pursuing appropriate educational experiences.
d. Work in cooperation with other BYU departments and programs in providing career education curriculum offerings campus wide.
e. Assist in the development of career education resource centers on the campus.
f. Consult with the university community in the continuing process of career development.

All freshmen and transfer students who are undecided as to choice of career and college major are registered in this program for assistance. From a studentbody of 25,000 these "open majors" number between 3,000 and 4,000 students each year.

5. Career development information and other student services are described in Tele-Tips. These are three-minute recorded summaries or instructions to the student who has felt a need, consulted the current Tele-Tip list, dialed the number and asked for the appropriate tip by number. Much valuable information is exchanged and many referrals are made through this program which is sponsored by the Dean of Student Life and Academic Standards.

6. The Placement Center assists students in preparing resume's, making successful interviews and obtaining career employment which is commensurate with their career plans and the realities of the world of work. This center provides students and various agencies on campus with much up-to-date career information and service.

B. Student Progress through the university usually begins with Pre-admission career advisement and proceeds through the academic departments, the placement center and on into the world of work. Many students avail themselves of other services enroute ie. Personal Development and Career Education. (See Chart 2)

C. Organizational Coordination and liaison is maintained among all organizations providing personal and career development services to the student. (See Chart 3)

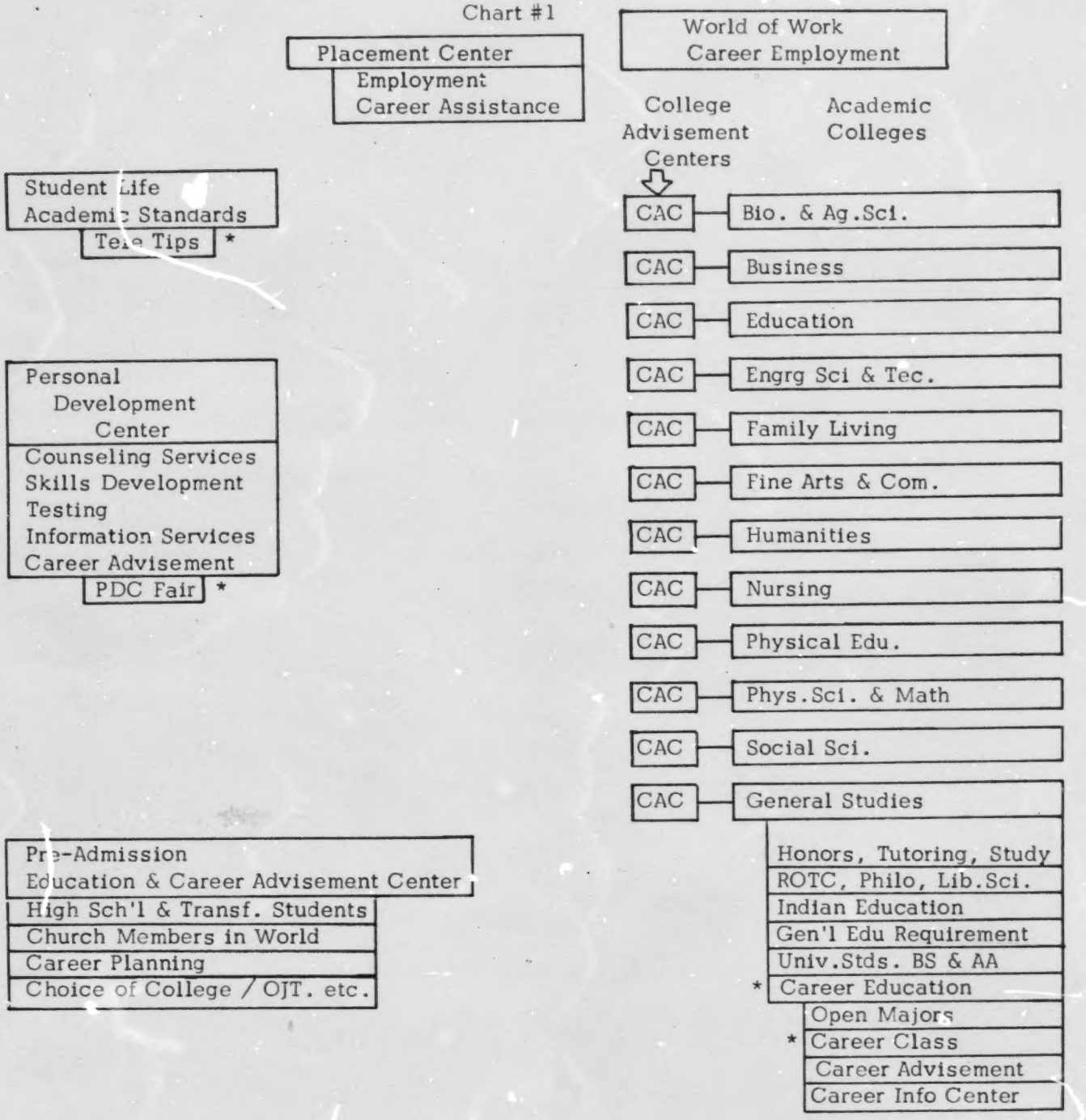
For Example the Career Education Department works closely with:

1. The Pre-admission to receive "open majors" and background information concerning each student referred.
2. The Personal Development Center to provide personal and career development services as broadly as possible wherever the student seeks help. Students needing psychotherapy are referred to the P.D.C. Services of the P.D.C. are made available to students in the career and decision-making classes. Faculty are shared.
3. Tele-tips give students information about seeking help in choosing majors.
4. The Placement Center provides up-to-date and realistic data on the world of work; supply and demand; employment trends; current jobs available, appointments with recruiters and follow-up studies.
5. The world of work provides students with opportunities for reality testing possible choices through published materials, speakers, observations, cooperative programs, and part-time jobs.
6. The College Advisement Council and individual college centers provide materials and data, careers, educational programs and individual student progress. They participate heavily in the decision-making classes.
7. The academic colleges also supply this same information plus personnel to explain educational and career opportunities authentically and provide leads for students in "reality testing" their choices.

D. The University-Wide Career Education Program is coordinated by the Career Education Council and Career Education Coordinating Committee. (See Chart 4)

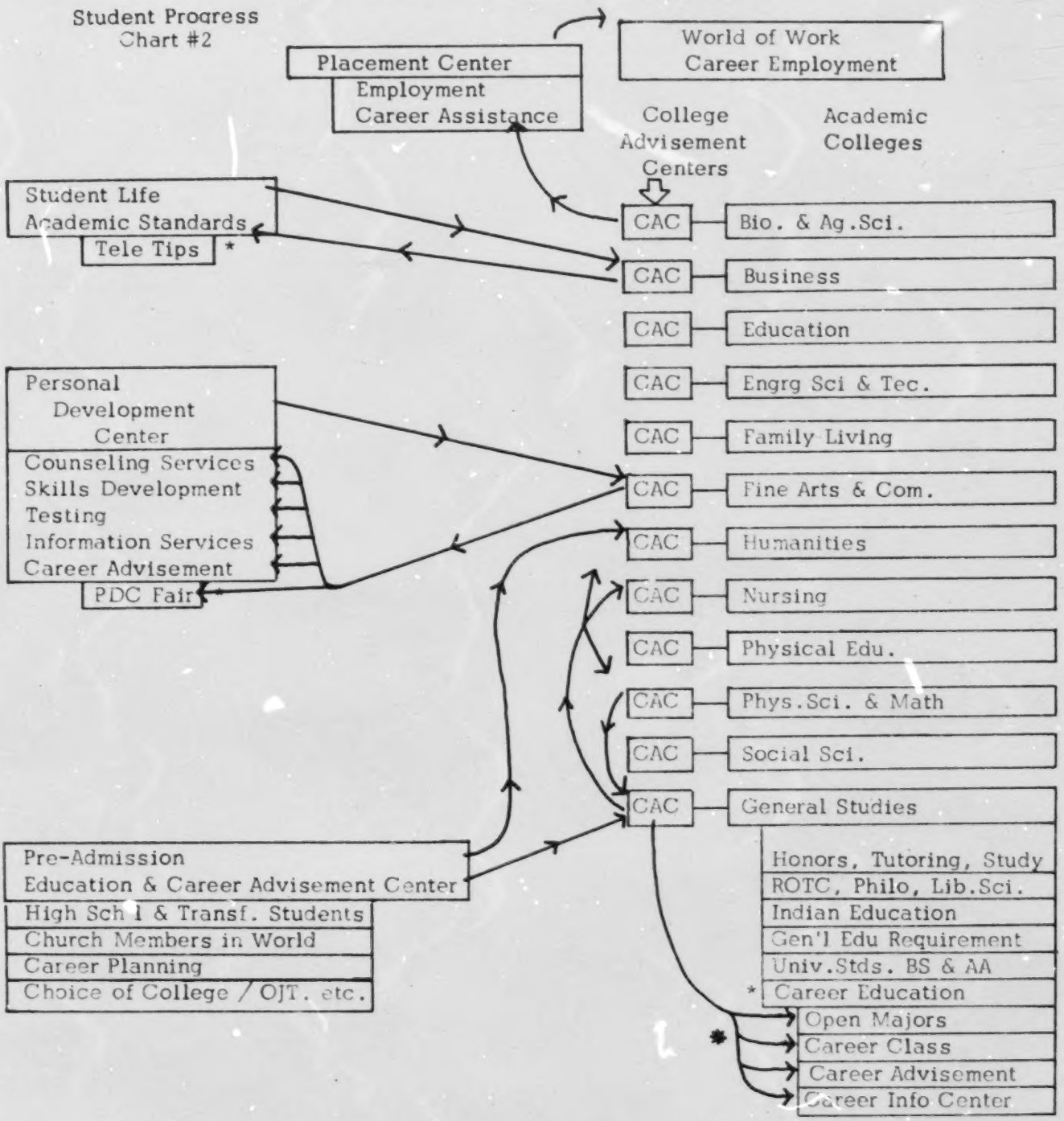
BYU Organization for Career Development

Chart #1



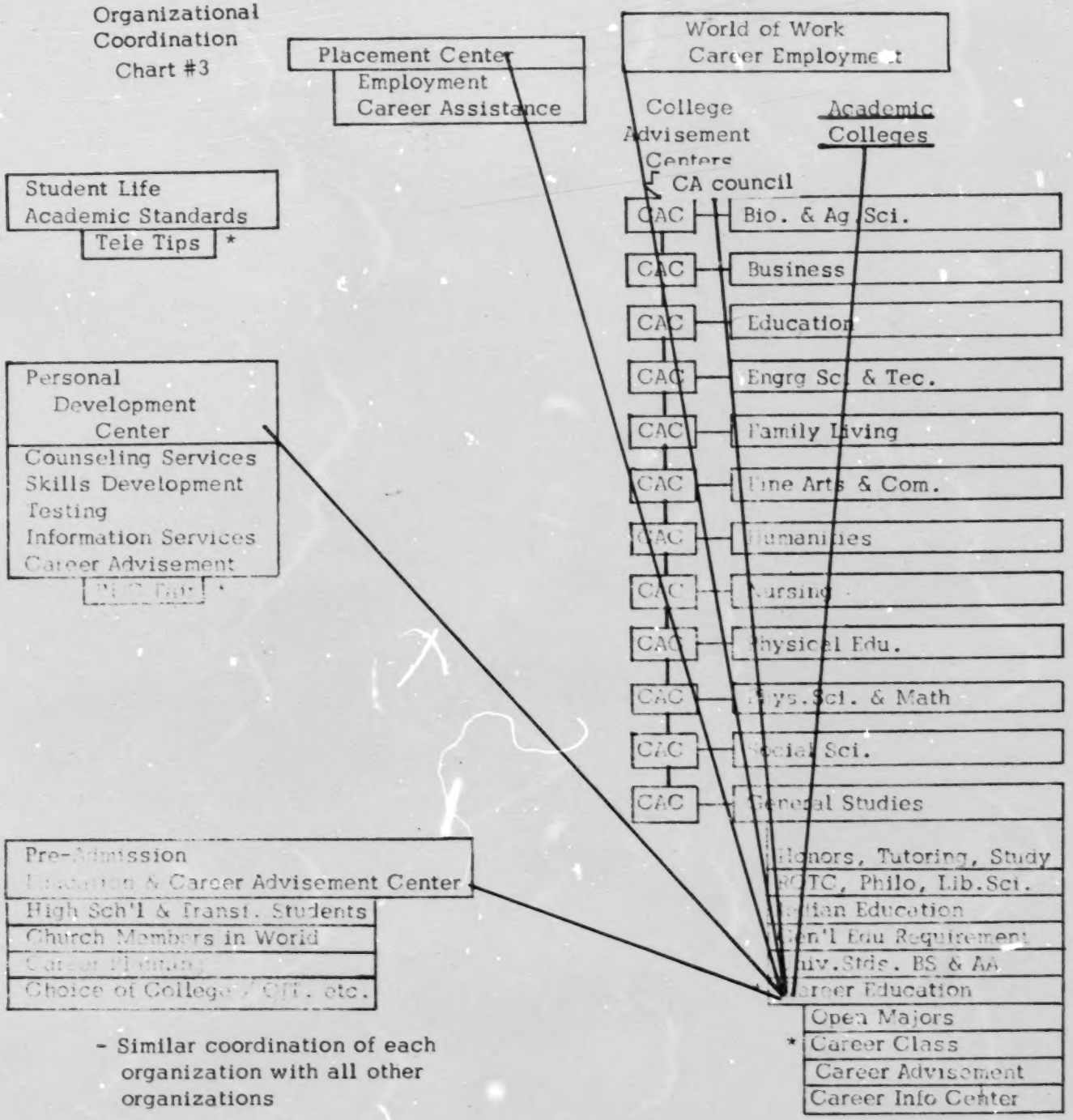
BYU Organization for Career Development

Student Progress
Chart #2



BYU Organization for Career Development

Organizational Coordination Chart #3

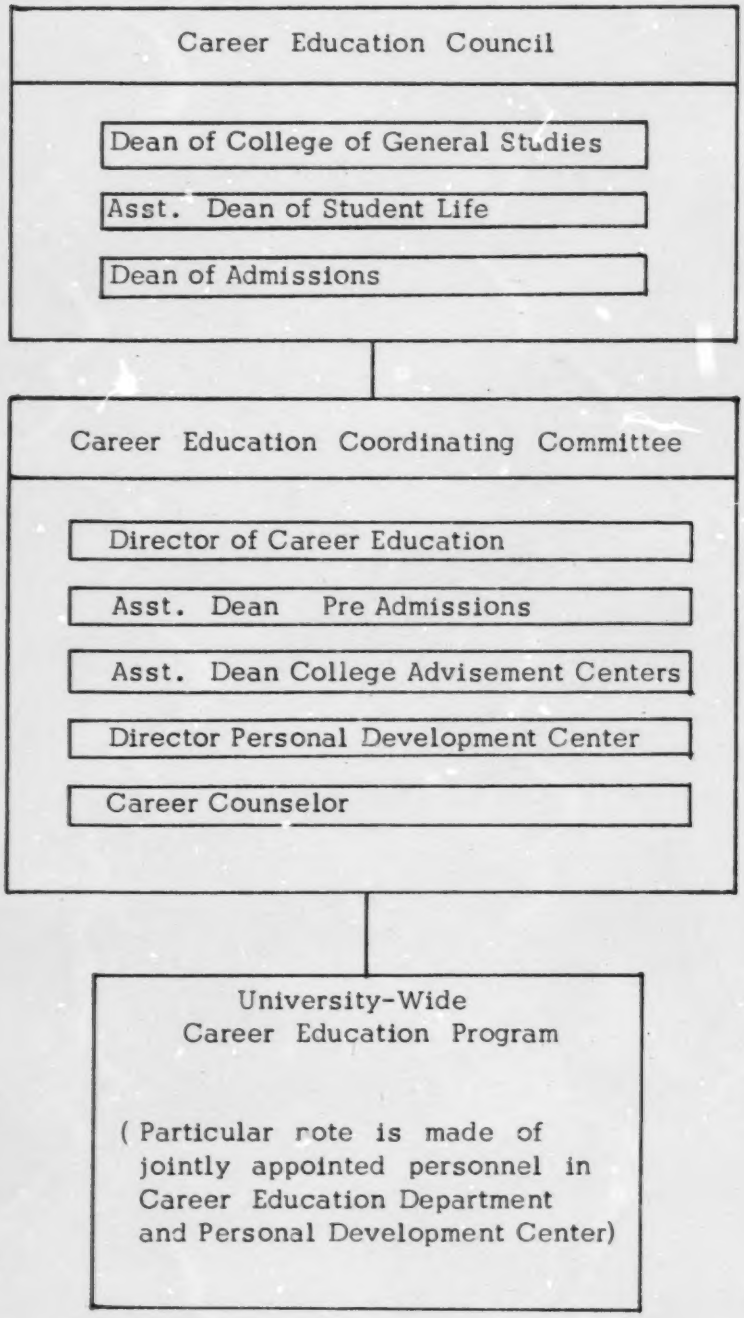


- Similar coordination of each organization with all other organizations

- Some liaison accomplished directly and some through coordinating committee

BYU Coordination of Career Development

Chart #4



TELE - TIP II ON LINE

New Listing Available Beginning January 28, 1974

TELE-TIP

TELE-TIP 377-1625

Want help on a problem? What to do, where to go, who to see? "Tele-tip" assistance is as close as the tips of your fingers. For information or help on the questions or problems listed, you can call *Tele-tip* 377-1625 from 7:00 a.m. to 10:45 p.m. daily (except Sunday) and receive an immediate answer. Dial 377-1625 and, when the operator answers, simply give the *number* listed to the left of the question or problem of interest to you. A specially prepared tape response to your question will then be played for you. Listen carefully for instructions or supplemental sources of assistance. Hang up when the tape ends. Call again whenever you can use a "tele-tip" on one of the problems listed.

ADMINISTRATIVE POTPOURRI

General

102 The Ombusdman: the person to see when no one else will help
103 How do I appeal a traffic ticket on campus?
110 As a veteran, for what benefits am I eligible?
111 How can I get a job on campus?
112 How do I obtain a parking permit?
113 How do I register my vehicle?
114 Where can visitors park on campus?
115 What if I've lost my student activity card?

Academic Concerns

100 How do I change my major?
101 How do I discontinue all classes after I've registered?
106 What academic standards must I achieve in the University?
107 Suppose my course grade isn't what I expected?
108 Do I qualify for an Associate of Arts Degree?
109 How do I remove an incomplete or get a grade change on my record?

Home Sweet Home

180 How do I resolve a dispute with my landlord?
181 How can I avoid problems that might be encountered in off campus living?

PERSONAL QUESTIONS

Strictly Personal

201 Who can I talk to about my personal problems?
202 What if personal problems are causing me to fail academically?
207 I've never had a date since coming to BYU. What can I do?
208 I am lonely. How can I make friends?
209 How can I relax while taking a test?
210 What can I do about my overweight problem?
211 How can I get rid of a bad habit?
212 How can I get rid of my self defeating behavior?
213 My spouse and I need help in communicating?
214 My friend is talking about suicide. What should I do?
215 Need help relaxing now?
221 How can I deal with my fear of failure?
222 How can I feel more comfortable with the opposite sex?
223 What are some tips on resolving interpersonal conflicts?
224 What can I do if I feel depressed?
225 How can I overcome feelings of inferiority?

Helps and Hints

203 What help is available if I'm failing academically?
204 How should I select a major?
205 I am undecided about a major. What should I do?
206 How can I find out about career alternatives?
216 Help! How can I get personal tutoring in a subject?
217 How can I improve my memory?
218 How can I improve my ability to make decisions?
219 How can I determine what is really important to me?
220 How can I get control of my time?

THE HONOR CODE AND YOU

301 I know of a violation of the Honor Code. What should I do?
302 What happens if I'm referred to University Standards?
303 What if my roommate leaves unpaid bills?
304 Why dress and grooming standards at BYU?
305 Hair length standards confuse me. What is the code for men?
306 Are my rights protected if I'm accused of violating the Honor Code?

THE CRIME SCENE

320 If I know of a crime what should I do?
321 If someone commits a crime against me, what should I do?
322 I am a girl and concerned about my self protection. What should I do?
323 I know of narcotic or drug activity. What is my responsibility?

YOU AND YOUR HEALTH

General Information

402 What services are available at the Health Center?
404 How do I make an appointment at the Health Center?
405 Are student medical records considered to be confidential?
406 How do I obtain ambulance service on campus?
407 What are the services at the urgent care area of the Health Center?
408 Is the Health Center involved in the education of students?

Health Insurance Plans

410 To what benefits am I entitled under the new Health Center plan?
411 How are private insurance claims handled?
412 What hospital insurance plan is offered by the University?

Getting the Needle (Immunizations)

420 Do I need flu shots? If so, how many? And when may I have them?
421 Why do I need a series of shots rather than one?
422 What is a "booster" shot?
423 What shots do I need when planning to travel to a foreign country?
424 Why is gamma globulin given to people traveling to certain areas?
425 Why do I have to wait fifteen minutes after receiving an injection?
426 Can I give blood while taking allergy shots?
427 What is rubella?
428 Why shouldn't I get pregnant for three months after a rubella shot?
429 Who should not receive immunizations?

Premarital Concerns

440 Why a blood test and physical examination before marriage?
441 If I need a premarital examination, how do I make the appointment?
442 How might I seek premarital counseling?

Tell Me Doctor (Medical Problems)

460 What is infectious mononucleosis and how contagious is it?
461 I have a sore throat. What can I do about it?
462 What are the benefits of taking vitamin E?
463 I have a vaginal discharge. Should I see a doctor?
464 I have a very irregular menstrual period. What would you recommend?
465 Would thyroid relieve my fatigue and would it be a useful medication in weight control?
466 Is there a cure of acne?
467 I want to practice family planning. What would you recommend?
468 I'm dizzy all the time. What can I do about it?
469 If someone has stopped breathing what can I do?
470 I'm a full time married student. Can I get maternity care through the Health Center?
471 What is VD? How is it treated?

FOR THE INTERNATIONAL STUDENT

500 What should I do when my visa expires?
501 What should I do when my passport expires?
502 What is "alien registration"?
503 How do I obtain a work permit?
504 How do I qualify for and obtain a practical training visa?
505 What should I do when planning to leave the United States?
506 How do I change my visa status?
507 What is a "host family"?
508 English in class gives me difficulty. How do I improve?
509 How do I file income tax and obtain a social security refund?

Student Life Services

Call *Tele-tip*, Student Life Services (Ext. 2723), if you have comments or suggestions.

Career Education
Brigham Young University
Denmark C. Jensen
April 8-11, 1974, APGA

"Imagination is more important than knowledge."--A. Einstein
Did Einstein Know Something We Don't?

My job is to introduce you to the course we call PRACTICAL DECISION MAKING which earns a student one semester credit hour, and to explain the approach we take in our effort to make the course a creative approach.

The course, which at this time is taught in eight weeks with two classes per week. is organized into three phases:

1. A creative thinking phase during which students are encouraged to think imaginatively toward resolving problems.

2. A Decision-Making phase during which students learn to clearly identify problems and to adopt a technique for resolving them which includes a full evaluation. This phase emphasizes getting information and choosing a college major and assists each student to choose a course of study that prepares him for what he will be doing later on.

3. A personal problem-solving phase which allows the students to work in groups using creative techniques and proven problem solving steps to discuss their own most important problems. Each personal problem is carried to a suggested action (solution) using what was learned in phases 1 and 2.

Maximum flexibility is allowed for instructors to present the material in their individual ways using the framework shown (overhead 1).

The overhead shows an approximate breakdown of time allocation to various phases of the course. I should add that students were not required to attend all classes. They were given a list of thirteen requirements (overhead 2), from which they could choose to accomplish eight for a passing grade. We required

them to accomplish requirement 13 as what you might consider the "final examination."

What you have seen represents the course as it is presently taught. It differs from the way we taught it fall semester in that the interpersonal communications workshop and the self-defeating behavior workshops were added to allow students more flexibility in their choices of requirements. (Footnote 1).

How do you help college students stretch the horizons of their lives? How can they be creative in all of life's major decisions? Do all have abilities they aren't using and should be? These and other similar issues are taken head-on during the introductory phases of the course. Ideation and creation can become a way of life.

(overhead 3). The literature contains many articles discussing creative thinking. Several books are devoted to motivating people to seek a more creative approach to problem solving. Our task, when we decided that creative thinking should be phase one of PRACTICAL DECISION MAKING, was to reduce creative discussion to the initial three hours and to encourage application early and continuously through remaining phases of the course (overhead 4). We wanted the discussion to be on the most practical level and to require application. Not having conclusive empirical evidence that students who have not chosen their college majors are lacking in creativity or applied imagination, we never-the-less felt that there was reason to develop this individual and collective strength toward the search for a major.

Our frame of reference was strengthened by the experiences of our own early educations from which is retained the impression that the educational process encourages students to learn mostly the tried and proven rules of language,

numbers, physical and biological sciences, social behaviors, etc. Teachers are largely dedicated to requiring students to do and learn the ways that are approved. When a youngster decided that he would accomplish an educational task in an innovative manner, he was usually required to re-do it in the conventional manner. I am speaking of the "blind" conformity discussed by Sidney J. Parnes in his Creative Behavior Guidebook.

This is not to criticize the elementary and secondary school teachers who have limited available time to instruct and evaluate on an individual basis when their classrooms are crowded with thirty, forty, or fifty rambunctious students. Teachers have to require the conventional method to get the job done which has a pervasive effect of schooling out the innovative uniqueness of individual students.

Our job, at the very beginning of the course, has been to convince the student that they should try new--creative--ideas (overhead 5). They try the new idea approach first when the instructor brings into the classroom some object and challenges class members to find as many uses for the object as possible. This has been done using a book, a brick, a pencil, a block of wood, a nail, and various other commonly encountered objects. It becomes a contest that is more and more challenging and exciting to them as they persist. (overhead 6)

During these class activities, considerable emphasis is placed on the deferment-of-judgment principle (overhead 7) discussed in chapter 10 of Osborn and emphasized by Parnes and others.

Students come out with suggested uses that challenge the instructor's imagination.

Another task initiated in the classroom, but often worked on between classes,

is a challenge for class members to come up with what is needed most on campus, (overhead 8) or in the nearby City of Provo, or in the State of Utah, or in our Country. Of course, a class is issued only one such challenge at a time and students finish the class period with a challenge to work on the problem and come back next time with the most unique "crazy" idea that they can think of.

Another class session is used to develop the possibilities brought back to the class. By this time there is enthusiastic class participation (overhead 9) and usually there is a feeling that creative ideas aren't just for others. There is a feeling that out of the group can come truly valuable ideas. (group overhead)

As the instructor reminds the class that decision-making will be the subject of following classes, he stresses that class members will do well to remember that a unique approach to solving problems often times has resulted in both fame and fortune. They are encouraged to seek the unusual creative solution in following class sessions.

[1] Vocational Exploration Groups (VEG) has just been added as an optional requirement of the course.

Career Education 115
Practical Decision Making

SEQUENCE OF CLASSES

First Class - Introduction of Course & Preclass surveys.

Second, Third, & Fourth Class - Film: "Why Man Creates," Creative Thinking, and Applied Imagination.

Saturday Exercises - Workshops are offered for students who sign up for them and commit themselves to attendance. Life Planning Workshop, Interpersonal Communications Workshop, Self-Defeating Behaviors Workshop.
(Workshops are held at times not scheduled for CE 115 or other classes beginning the third week)

Fifth through Eighth Classes -- Life Planning and the Decision-Making Process

Ninth, Tenth, Eleventh Classes - Vocational Choice Theories, Available College majors & the U.S. Occupational Scene.

Twelvth through Fifteen Classes - Group Problem Solving of Important Individual Problems.

Sixteenth Class - Post Class surveys & concluding activities.

References:

Osborn, Alex F., Applied Imagination: Principles and Procedures of Creative Problem Solving. Scribners 1963.

Griffin, Glen C. & Johnson, Lynn Eric, What's Up. Deseret Book Co. 1970.

U.S. Dept. of Labor, Occupational Outlook Handbook, Supt. of Documents 1972-73.

Col. Placement Council, Inc., College Placement Annual 1974.

Parnes, Sidney J., Creative Behavior Guidebook, Scribner's 1967.

Parnes, Sidney J., Creative Behavior Workbook, Scribner's 1967.

Enclosure 1

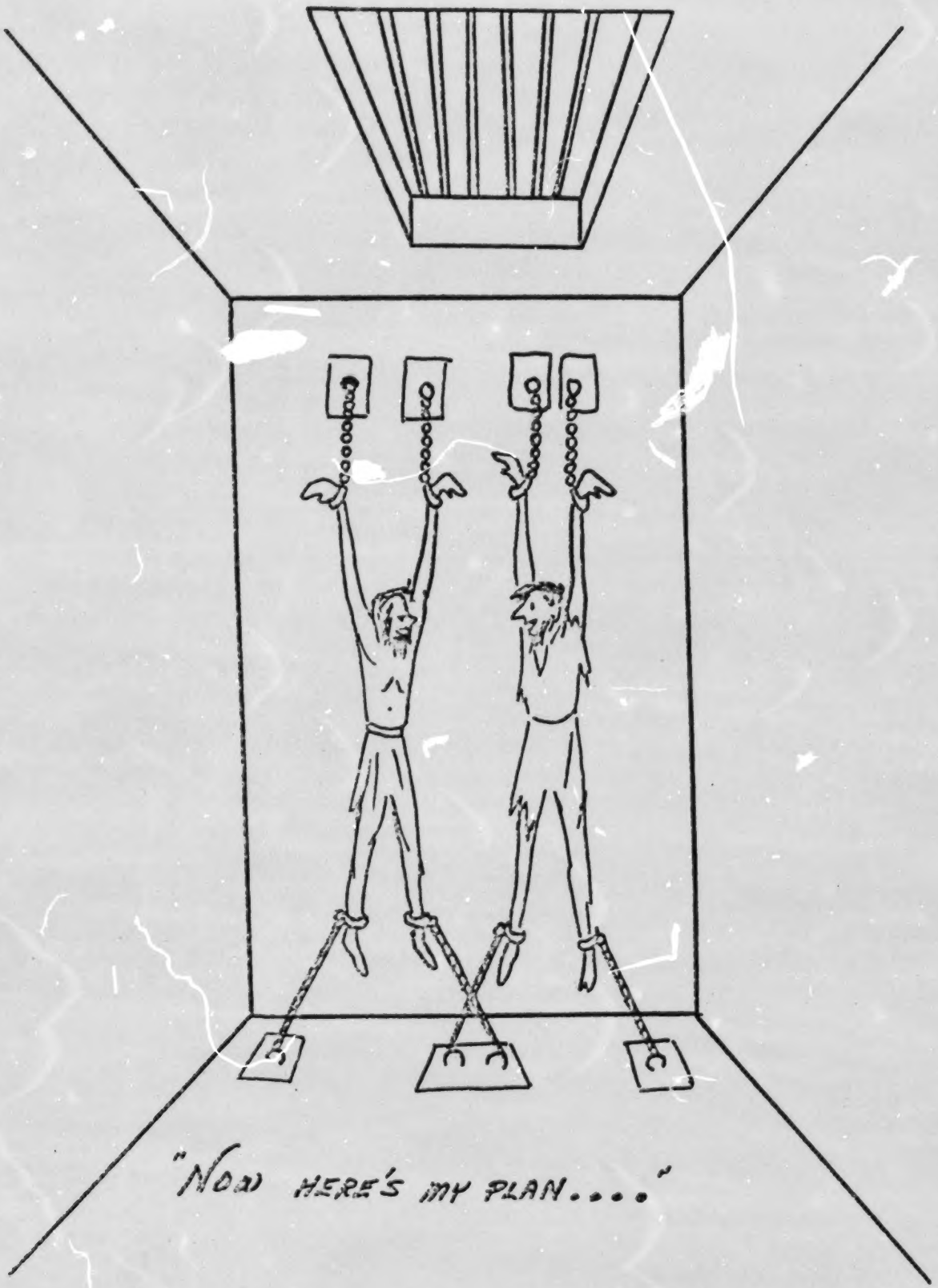
COURSE EVALUATION PROCEDURES

The grade you receive from this course can be a "pass" (P) or a "fail" (E).

If you desire a passing grade, you must complete eight of the following requirements--requirement 13 is required as one of the eight.

1. Read Elder Bruce R. McConkie's talk (Devotional Assembly Winter 1973) and hand in a comment on the talk's content.
2. Complete ten exercises choosing one exercise from each of chapters two through ten and chapter 26 in Osborn.
3. Take the Strong Vocational Interest Blank (SVIB) and the Edwards Personal Preference Schedule (EPPS) and discuss the profiles.
4. Participate in a scheduled Life Planning Workshop.
5. Participate in an interpersonal communication workshop (coordinate participation with your instructor).
6. Participate in a self-defeating behavior workshop (coordinate participation with your instructor).
7. View five career field film strips in the Career Information Center (Room 150 BRMB) and submit a brief evaluative statement on each.
8. Attend four BYU College Presentations and write a one-paragraph summary on each.
9. Visit two BYU sources of information (college advisement centers, department chairmen, laboratories, pre-professional advisors, Placement Center, Personal Development Center, etc.) and report what you received that was helpful toward decision-making.
10. Visit two professional offices or on-the-job work activities and report your reaction to your discussions. (you may visit one BYU source and one professional office and count them to filfill this requirement.)
11. Attend four sessions of Group Problem Solving and evaluate the experience in not more than three pages.
12. Evaluate in writing the two careers most attractive to you at this time.
13. Identify an important decision which needs to be made in your life. Write a 3-5 page paper demonstrating your use of the Decision-Making Process steps in making your decision.

Enclosure 2



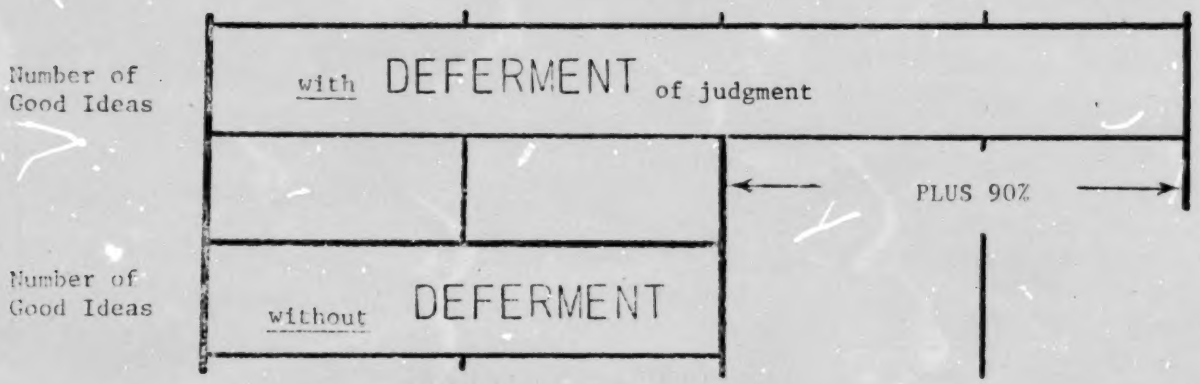
"NOW HERE'S MY PLAN...."

WHAT USES CAN YOU FIND FOR THE ORDINARY BUILDING BRICK?

1. Stand on end as a spacer for book shelves.
2. Squash bugs.
3. Drop in the toilet water closet to save water.
4. Put in the car trunk to add weight for better traction in snow.
5. Heat, wrap, & use to warm feet on cool nights.
6. etc,
7. until
8. there
9. are
10. more
11. than
12. 100
13. suggestions!

HOW DEFERMENT OF JUDGEMENT ENHANCES INDIVIDUAL IDEATION

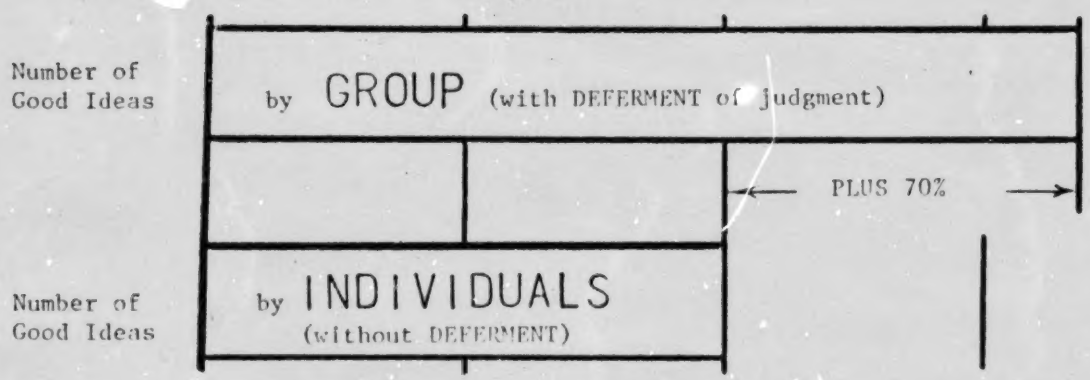
(Same period of time)



Osborn, page 129

GROUP BRAINSTORMING VERSUS CONVENTIONAL IDEATION BY INDIVIDUALS

(Production of good ideas in same period of time)



Osborn, page 128

AN OVERVIEW OF THE DECISION-MAKING PROCESS

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A paper presented at the Annual Meetings of the American Personnel Guidance Association in New Orleans, La., April 7-12, 1974.

AN OVERVIEW OF THE DECISION-MAKING PROCESS

Perhaps no activity requires greater mental effort and investment of time than the process of making decisions. Ironically, two of life's greatest decisions, the selection of a mate and the selection of one's life work, are usually made on the heels of passing adolescence when one's experience is vastly deficient and one is still learning to cope with the adult responsibilities which are commensurate with a freedom of choice enjoyed by adults.

This paper is intended to help equip young adults with some rudimentary decision-making strategies. We don't attempt to provide a fool-proof bag of tricks which will resolve all of man's decision-making dilemmas. However, we propose a strategy involving six steps which may or may not be viewed as a process of rigid sequential order. While we suggest six categories,[1] others might be content with fewer or more than that.

1. Identification of the problem. John Dewey asserted that to properly state the problem is half of the solution. One helpful hint is to break a problem down into its component sub-parts and to analyze each of these in detail and then expand upon them. The old addage holds true here: "By the yard it's hard; by the inch it's a cinch."

2. Preliminary observation and collection of information. It's been said that fish were the last creatures to discover water. Very frequently, the answers to our problems and insight into our decisions are very near at hand--like diamonds in our own backyard. Our very close friends can serve as excellent "reality testing" mirrors or sounding boards in helping us to assess our capabilities in the light of the challenges that lie before us.

Before one chooses an occupational career, one should make very certain that one has interviewed people who have pursued that occupation in order to assess the relative pros and cons of such a career. If a decision were to buy something costing more than, say, $50, one would be wise to consult Consumer Reports and shop at three different stores that specialize in this particular item to see who would give the best deal. Then one might talk to people who actually own that particular kind of merchandise.

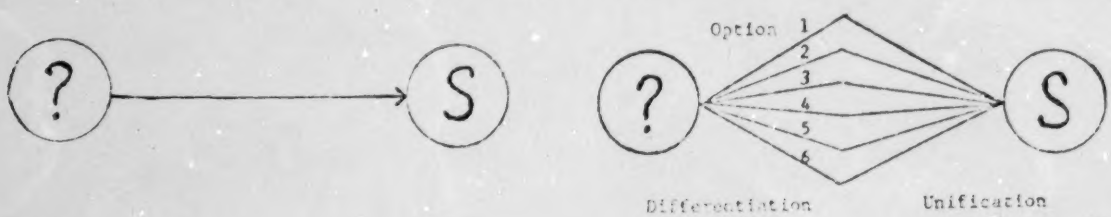
When it comes to choosing a college major, many students do not thoroughly read the college catalogue looking at options and alternative courses of action. Nor do they consult their respective college career advisors or individual professors. The second state of the process then, involves fact finding and idea finding. At this stage we need to apply the deferment of judgment principle, e.g., one can think up almost twice as many good ideas (in the same length of time) if one defers judgment until after one has created an adequate checklist of possible leads to a solution.[2] The eminent German poet, Schiller,

admonished that one should not reject ideas too soon nor discriminate too severely. If we attempt to evaluate all possible alternatives in the embryonic stages of the development of a decision, we are apt to inhibit the generating of several alternatives.

We're all familiar with the brainstorming process and how productive it can be when people "let their hair down" and not worry about the quality of their decisions and merely concentrate on the production of various alternatives.

3. The formulation of possible alternative solutions. Preparation is very important to creative thinking in the decision-making process and creative thinking is merely bringing to bear uncommon approaches to common problems. Preparation is then followed by incubation--the opportunity to mull over in one's mind that which one has discovered thus far. [3]

Diesing has proposed that in formulating possible solutions to a problem one should engage in a differentiation and then a unification of ideas. [4] Very frequently we assume that beginning with question Q all we need to do is proceed to solution S. Diesing suggests that we differentiate our alternatives to the broadest extent possible, as in the following configuration. After we have explored all possible alternatives we narrow these back down and take the best elements of each tentative solution and thereby arrive at an optimal judgment.



4. The preliminary evaluation of tentative solutions in light of one's values. The preference one shows for any given alternative solution is often based upon one's personal set of values. As strange as it may seem, sometimes we are not entirely sure of what our values really are. Answers to the following questions are sometimes helpful in clarifying these values: [5] 1) What action would I take if I were mayor of this city? 2) What would I do if I suddenly inherited $10,000,000? 3) What would I do if I could choose my own specific job? 4) Would my decision be different if I knew we were to have a serious depression during the next decade? 5) What do I think about most of the time? 6) How do I spend most of my free time?

While we may give lip service to a certain set of values, the answers to questions like these help us to realize what really matters most to us and ultimately help determine which preliminary decisions we wish to pursue further.

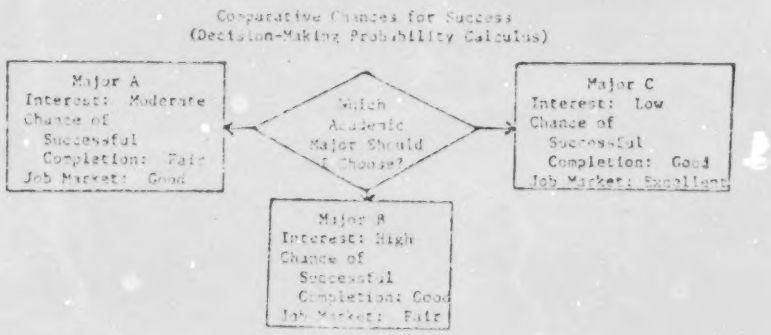
5. The assessment of risks in the selection of a strategy. Many of our decisions are difficult precisely because there is some risk involved. We would do well to take a lesson from the turtle: He only gets ahead by sticking his neck out!

Before we select a given strategy in implementing a decision, we might do well to assess the "state of nature"--whether it is competitive, cooperative, or neutral.[6] Next we need to assess the degree of uncertainty in our decision by asking: Is the decision irrevocable? How certain are we of success by taking a given course of action?

Frequently, it is impossible to totally eliminate uncertainty; however, it can be dealt with, at least partially, in the following ways:[7]

First of all, uncertainty can be reduced to a limited range of possibilities. Thus, one can prepare a strategy in advance for each possible outcome. Many students in applying to a given university are heartbroken when they receive their letter of rejection. The reason they react so strongly is because they have not included rejection as falling within the range of possibilities; otherwise, contingency plans could be set in motion.

Second, one should define within the range of possibilities the chances for success in locating the most desirable alternative. This alternative is the one that will result in minimum loss if things go badly but maximum gain if they turn out well. For example, when one decides upon an academic major leading to an occupational career, one would not only want to consider the job market and one's interest in the area, but also one's chances of succeeding and being happy in a given job. One may wish to assess one's interests and abilities in several different disciplines as depicted below:



Which major would you choose?

A third way of dealing with uncertainty: "If the uncertainty is completely indefinite but promises to be reduced within a definite time span, it can be dealt with by increasing a liquidity of assets."[8] The greater the uncertainty, the

greater the liquidity should be. For example, if a person is expecting to go to an uncertain destination in the near future, he or she would probably do well to rent instead of buy. If one isn't certain that he wants to invest $25 in a set of books that can be purchased on approval, it would be well to remain rather liquid and buy them on approval. The decision making process during courtship is a good example of reducing the liquidity or flexibility of alternatives as one progresses from dating, to going steady, to engagement, to marriage (a frozen asset!)

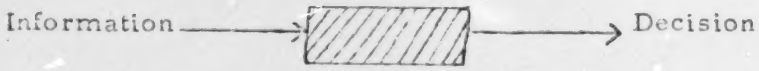
If students are undecided on a major when they arrive at college, a questionable course of action would be to take 18 hours in the very discipline of which they are uncertain. If they followed the procedures we've outlined thus far, they would narrow their respective choices of a major to a general area of two or three different disciplines and then take one course in each of those areas rather than diving head first into one major, only to change the following semester, thus having accumulated several credit hours which may only lengthen their stay at the university.

Fourth, "if uncertainty is to begin at a definite future time, a preference can be shown for short run ends, achievable before the beginning of an uncertainty period."[9] If one is uncertain about his future occupation, instead of worrying about the job market five years from now, he can (by employing a liquidity of assets) deal with each semester one at a time. This isn't to say that long range planning isn't important; it's merely to say that when dealing with a very uncertain job market, one might do well to confront the immediacy of the situation rather than throw one's hands in the air in response to an unsure future.

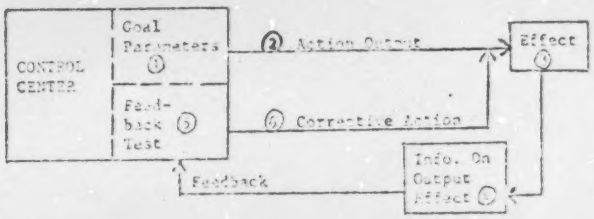
March and Simon have proposed that when we encounter the horns of a dilemma in making a difficult decision we frequently have to "satisfice." That is to say, we select a satisfactory alternative rather than the optimal or most pleasant alternative.[10]

This is the problem confronting young Sam when he wants to go out with Kate because she's beautiful and Edith because she's very witty, but plain. He soon finds that he can't have his Kate and Edith, too! He has to satisfice. (He may decide on Mary who's somewhat talented and kind of cute.)

6. The implementation, evaluation, and revision of a decision. Solomon asserted in Proverbs 4:7 that "wisdom is the principle thing, therefore, get wisdom; and with all thy wisdom get understanding." Now that you've gathered the data, assessed the alternatives, and gained wisdom--with all thy wisdom, get going! The implementation of your decision in its simplest form could be likened to the so-called "black box model" with an input (information) arrow going into the box and an output (decision) arrow coming out. The weakness of this model is that no one is really aware of what's going on inside, i.e., the process of evaluation, assessment of risks, values, and strategies.



Inasmuch as few decisions are irrevocable, we need to include in our decision-making model a means for corrective action, a feedback loop as shown below.[11]



One of the best examples of a feedback mechanism is a pressure cooker. Every time it gets too much pressure or too much heat (or both), the petcock lets off some steam and a corrective action is taken inside the cooker. A similar process is necessary in making decisions, and one would do well to refrain from a "hardening of the categories" which excludes the possibility of revision. Just because we make a certain decision does not mean that we have to live with this decision forever. Most decisions can be revised and improved. We should take advantage of this fact. Even if a student is a junior majoring in discipline X and he wants to graduate next year, if he is not happy, contented and capable in this particular area, he is not utilizing his free agency well by gritting his teeth and sticking it out to the bitter end. This isn't to say, in light of the concept of satisficing, that sometimes one doesn't have to take courses one doesn't particularly enjoy. There are some courses in certain fields that are more unpleasant, more rigorous, or more demanding, or less entertaining, or less creative than other areas. One must realize that we all have to do things we don't always enjoy. The rewards of pursuing the most challenging avenue of preparation frequently outweigh those of the less rigorous courses of action.

To summarize: First we identify the problem; make sure it is spelled out in detail so that we know exactly what the problem is. A false formulation of the problem leads to poor solutions. Second, we make some preliminary observations and spend considerable time in the collection of information. Third, we formulate myriad possible alternative solutions wherever possible. Fourth, we make a preliminary evaluation of tentative solutions in light of our personal values. Fifth, we assess the risks involved in selecting a given strategy. And last, we implement, evaluate and revise our decision.

FOOTNOTES

[1]Adapted from Brim, O. G., et. al. Personality and Decision Processes, Stanford, California: Stanford University Press, 1962.

[2]Osborne, Alex. Applied Imagination: Principles and Procedures of Creative Problem-Solving, New York: Charles Scribner's Sons, 1963, pp. 127-129.

[3]Patrick, Catharine. What is Creative Thinking? New York: Philosophical Library, 1955.

[4]Diesing, Paul. Reason in Society: Five Types of Decisions and Their Social Conditions.

[5]See Also: College Entrance Examination Board Deciding and also Decisions and Outcomes, 1973.

[6]Brim, op. cit.

[7]Diesing.

[8]Ibid.

[9]Ibid.

[10]March, J. and H. Simon, Organizations, New York: Wiley and Sons, 1958.

[11]Diagram adapted from Buckley, Walter. Sociology and Modern Systems Theory. New Jersey: Prentice-Hall, 1967.

AN EVALUATION OF THE CURRENT CREATIVE CAREER DEVELOPMENT PROGRAM AT THE BRIGHAM YOUNG UNIVERSITY

presented at the APGA Convention
New Orleans - April 1974

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Brigham Young University

A large portion of today's students who enter American colleges have not progressed in their educational and vocational development far enough so that they are able to choose their area of study. This causes these students to spend their time and money needlessly while they fumble around trying to decide on a major. It seems that American colleges have a terrific responsibility resting upon their shoulders to help these students speed up their period of career exploration so that they can efficiently make their career choice. This would make it possible for them to complete their college requirements in approximately four years instead of going an extra year simply because they chose their major later and didn't get the prerequisites completed. A great amount of money could be saved by the young people and the colleges throughout the country if this earlier career choice could be accomplished.

Several men in the country such as Ginsburg (1951), Super (1963), Tiedeman (1961), Hershenson (1968), and Ivey (1968), have pretty well established the fact that career choice is a continual process that begins at birth and continues throughout a person's life. Since the American public schools are just beginning to concentrate on helping young people with their career development, it will undoubtedly take several years before they are effective or before the young people see a need to work in this area of their development. Other men such as Dole (1963), Miller and Thomas (1966), and Harren (1966), feel that there is a difference between educational development and vocational development and that each of these should be treated and studied separately. The object of educational development would be to help young people choose an appropriate area of training. The purpose of vocational development would be to help them choose an appropriate occupation.

What can American colleges do, who accept students who are deficient in their educational and career development, to help them arrive at a point where they can make an educational choice without undue loss of time and money? Kroll, et al. (1970) searched through the literature to find research related to educational and career development in relation to programs to help these young people. They make this statement:

> Our investigation leads us to conclude that for all practical purposes there is no research directly related to the teaching of decision-making. Research must be conducted and replicated in an attempt to validate existing theories and to point out new directions. Such studies must precede any large scale implementation of decision-making programs in educational settings. [p. 173]

Crites (1965) suggests that we try different experimental treatments to discover which guidance experiences are of most help to students in speeding up their vocational development.

This study is an attempt to evaluate a current career development program at the Brigham Young University which is designed to speed up vocational and career development of college students who are undecided on a major. The career development program being evaluated is structured in line with the developmental theories of vocational choice. It is an attempt to work with students in large groups of 40 instead of having counselors work on a one-to-one basis. In most guidance programs throughout the country counselors work with about 15 percent of the students who come to their offices voluntarily for help, and neglect to reach out with programs to help the other 85 percent. All students are confronted with the need of making a career choice. Many students, however, may have tentatively decided on their career choice, but need help to reality test these choices.

Experimental Program Evaluation in 1968

Goodson (1968) ran a research study with three different career development treatment groups compared with a control group. These three treatment groups were (1) students who received occupational and educational information, (2) students who received educational and occupational information along with self-analysis information, and (3) several small groups of students who received educational and occupational information along with self-analysis information. These students met only once a week for eight weeks to receive this help.

The instruments chosen for this study was a self-report instrument which allowed the students to place themselves in one of the five steps of development toward a college major. The Crites VDI Instrument which measured the students' vocational maturity "attitude," and the Harren Q Sort Instrument which placed the students in one of four stages of development toward a college major, and four stages of development toward an occupation.

On the self-report instrument and the Crites Attitude Scale, all three treatment groups were effective in aiding the students to develop more mature vocational attitudes and move to a higher level of development toward a major and career choice. According to the Harren Instrument the large groups were more effective than the small groups in aiding students in their development toward an occupational choice possibly because in the small groups other personal gains were made by the students instead of development toward a major or a career choice. This study concluded that even over a short treatment period students can be helped considerably in their vocational and career development.

Current Career Development Program at BYU

One of the current main tools at the Brigham Young University to aid the career development of college students who are undecided on a college major is a Career Educational 115 Practical Decision-Making class which was studied during the Fall Semester of 1973. This class met for one hour a day for sixteen weeks. The students receive one hour of credit and it also fills a portion of their general requirements. This new program incorporates all the elements of the experimental in the program of 1968. However, it is more individualized and allows students to have those career exploratory experiences outside of class which will meet their individual needs. The in-class experiences for the students include creative thinking, problem solving, an overview of the educational and occupational world, help in collecting reliable educational and occupational information from the various sources such as college advisement centers, professors in different career areas, professionals in the community, and college career presentations. The last few class sessions give students experiences in decision-making as they present their own career choice problems to a small group of their peers. During these final class sessions students have a chance to reality test the educational and career choices they have been considering.

Research Design

The purpose of this research study is to help determine if a Career Education 115 Practical Decision-Making class is successful in speeding up the vocational development of college students as they move toward a college major and career selection. The students involved in this study include 214 students who enrolled in the Career Education 115 class and who completed both the pre and the post tests, and a control group of 212 students chosen from a random sample of students in the College of General Studies who also completed both the pre and post tests.

The instruments used to measure the career development of students include the Crites' Career Maturity Inventory which has 50 true and false questions and the Career Assessment self-report instrument which gives students the opportunity to state their stage of development toward a college major and their stage of development toward an occupation. This instrument is on a 5 point scale from completely undecided to decided.

Student gain scores were used for this statistical analysis. These gain scores were obtained by subtracting the pretest from the post test and were used to see which group over a semester period made the greatest career development gain. Analysis of variance was used to compare the gain scores until a significant difference was found to exist between the groups on the pretest, then analysis of covariance was used.

Results

The analysis of variance comparison revealed that there was a significant difference on the pretest between the students in the Career Education 115 Practical Decision-Making class and the control group. The control group was significantly higher in their development on the CMI and on the Career Assessment Inventory major stage and occupation stage instruments. The

results of this pretest on the Career Maturity Inventory can be seen in Table 1. The pretest comparison on the Career Assessment Inventory-College Major can be seen in Table 2; and the results of the Career Assessment Inventory-Occupation can be seen in Table 3. The control group was significantly higher at the .001 level than the experimental group on the pretest on all three instruments.

Because of the significant differences in the pretest it was necessary to use analysis of covariance to compare the gain scores with the pretest as the covariant so that the effect of the pretest would be ruled out. Table 4 reveals the results of the analysis of covariant comparisons of the groups on the post test and the gain scores. On the pretest the control group was significantly higher than the class; however, on the post test the class (at the .001 level of significance) had more mature career attitudes than the control group. There were no significant differences between the male and female groups or interaction between the groups. Over a semester of college work those students in the class made significantly greater gains (at the .001 level) in their career maturity attitudes than students who did not take the class. The gain scores during the course of this semester reveal no differences of a significant nature between the male and female groups or the interaction between the groups.

Table 5 reveals the post and gain comparisons on the Career Assessment Inventory where the students placed themselves in one of five stages of development toward a college major. The post test indicated that the students who took the class were significantly higher at the .001 level in their stage of development than the students in the control group. No significant differences existed between the male and female or interaction between the groups. Table 5 also reveals the gain score comparisons, and it could be noted here that the students who took the class made significantly greater gain (at the .001 level) during the semester toward a major choice than the students who did not take the class. The students in the class made a little over one complete stage of development gain during the semester where the control group made just a portion of that gain. There were no differences between the male and female groups or interaction between the various groups.

On the Career Assessment Inventory-Occupation scale similar results existed as revealed in Table 6. The students who took the class were at a significantly higher stage of development toward an occupation on the post test at the .001 level than those students who were in the control group. No sex differences or interaction differences existed. When comparing the gain scores, again the students who took the class made greater gain toward a higher occupational choice stage than the students who did not take the class; this difference was again significant at the .001 level. Male and female differences were not significant on this comparison. However, interaction between the groups was significant because the change in the males across the groups was different than the females.

Conclusion

This study definitely indicates that students, who enrolled and completed Career Education 115 Practical Decision-Making class designed to help students learn creative thinking and decision-making skills along with collecting data about educational and career choices as has been outlined previously, do have added help in speeding up their career development. They become more mature in their career attitudes and move to a higher stage of development toward an occupation choice than students who do not receive such help.

Since students who signed for the class were mainly from the College of General Studies, it was assumed that the control group could also come from a random sample of the students in the same college. The reason for the difference in their beginning of the semester stage of career development between the two groups could be that the students who enrolled in the class had a felt need and wanted help in the career decision-making process. Whereas the students in the control group did not have this felt need, possibly because they were at a higher stage of development as revealed by the pretest.

Implications

Hiring counselors to be of service to students on a one-to-one basis is a very expensive process. It can be very time consuming, especially if one student or a very few students would take up the counselor's time in repeated interviews. Since it is possible to work with larger groups of students to help them in their major and career development, it seems that this should be the direction that institutions take so they will be able to reach all the students instead of only responding to the needs of the small portion of students who voluntarily come into their office for assistance.

Students cannot choose their major or their occupation in a vacuum. They need valid information about themselves and the occupational and career world and this information could just as well be given to large groups of students instead of students on a one-to-one basis or in small groups. Some students need help on an individual basis to make a college major or career choice. However, this could be done after they have taken or during the course of a career decision-making class. In any case the counselor will be able to be more effective during the career counseling interview if the student has the background and data he needs to make a career choice.

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Table 1

Analysis of Variance Pretest Comparisons

on the Career Maturity Inventory

Comparison	No	Means	F-ratio
Groups			
Class	214	37.120	22.194*
Control	212	39.050	
Sex			
Male	207	38.172	.183
Female	219	37.997	
Interaction			
Class Male	106	37.434	
Class Female	108	36.806	1.224
Control Male	101	38.911	
Control Female	111	39.189	
MSE		17.858	

* $p < .001$

Table 2

Analysis of Variance Pretest Comparisons

on the Career Assessment Inventory - College Major

Comparisons	No	Means	F-ratio
Groups			
Class	214	3.239	26.827*
Control	212	3.819	
Sex			
Male	207	3.573	.614
Female	219	3.485	
Interaction			
Class Male	106	3.264	.106
Class Female	108	3.213	
Control Male	101	3.881	
Control Female	111	3.757	
MSE		1.3358	

* $p < .001$

Table 3

Analysis of Variance Pretest Comparison on the

Career Assessment Inventory - Occupation

Comparisons	No	Means	F-ratio
Groups			
Class	214	3.075	48.83*
Control	212	3.901	
Sex			
Male	207	3.571	1.956
Female	219	3.406	
Interaction			
Class Male	106	3.132	.192
Class Female	108	3.019	
Control Male	101	4.010	
Control Female	111	3.793	
MSE		1.4866	

* $p < .001$

Table 4

Analysis of Covariance Adjusted Pretest Comparisons

on the Career Maturity Inventory

Comparisons	No	Means	F-ratio
Post Test			
Groups			
Class	214	40.451	20.469*
Control	212	39.100	
Sex			
Male	207	39.561	2.177
Female	219	39.991	
Interaction			
Class Male	106	40.060	
Class Female	108	40.842	1.469
Control Male	101	39.062	
Control Female	111	39.139	
MSE		9.012	
Gain			
Groups			
Class	214	2.594	23.104*
Control	212	1.181	
Sex			
Male	207	1.672	2.266
Female	219	2.103	
Interaction			
Class Male	106	2.133	
Class Female	108	3.055	2.926
Control Male	101	1.211	
Control Female	111	1.151	
MSE		8.732	

* $p < .001$

Table 5

Analysis of Covariance Adjusted Pretest Comparisons

on the Career Assessment Inventory - College Major

Comparisons	No	Means	F-ratio
Post Test			
Groups			
Class	214	4.354	52.410*
Control	212	3.821	
Sex			
Male	207	4.138	1.985
Female	219	4.037	
Interaction			
Class Male	106	4.370	1.602
Class Female	108	4.339	
Control Male	101	3.907	
Control Female	111	3.736	
MSE	.5417		
Gain			
Groups			
Class	214	1.009	50.781*
Control	212	.140	
Sex			
Male	207	.636	2.889
Female	219	.316	
Interaction			
Class Male	106	.853	1.602
Class Female	108	.827	
Control Male	101	.421	
Control Female	111	.211	
MSE	1.602		

* $p < .001$

Table 6

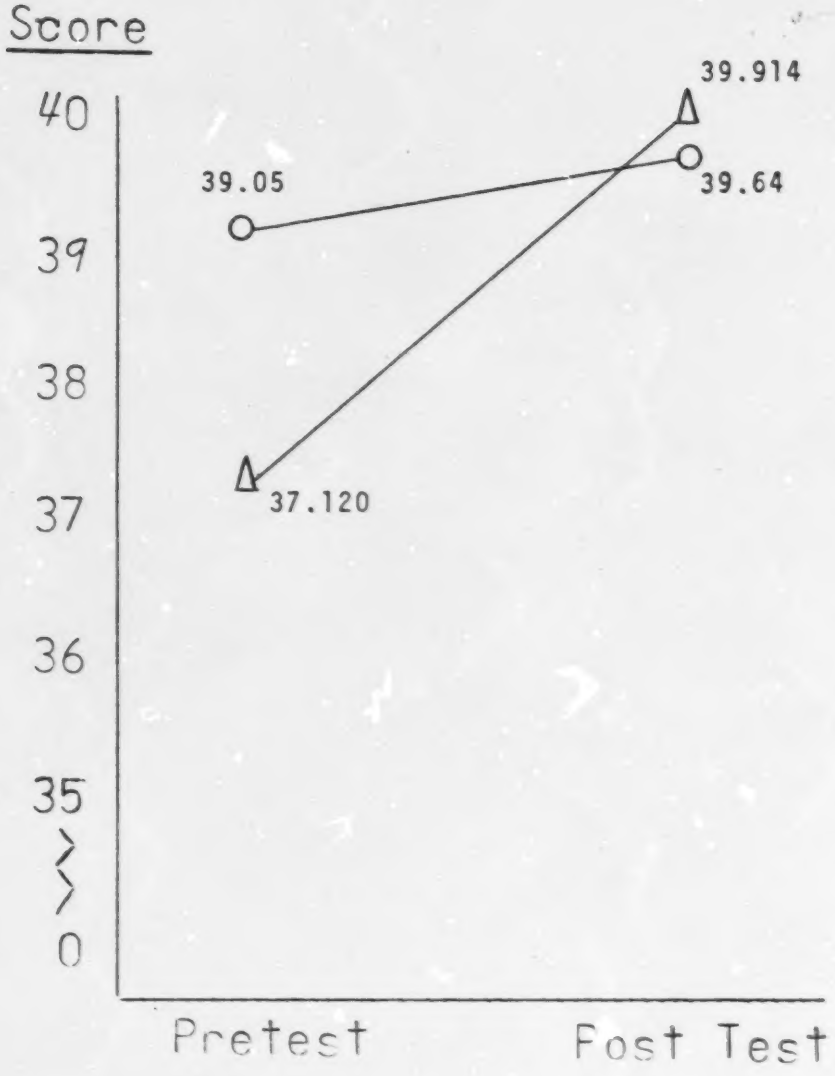
Analysis of Covariance Adjusted Pretest Comparisons

on the Career Assessment Inventory - Occupation

Comparisons	No	Means	F-ratio
Post Test			
Groups			
Class	214	4.244	22.57**
Control	212	3.873	
Sex			
Male	207	4.071	.111
Female	219	4.046	
Interaction			
Class Male	106	4.241	.170
Class Female	108	4.247	
Control Male	101	3.901	
Control Female	111	3.845	
MSE		.5816	
Gain			
Groups			
Class	214	.775	21.095**
Control	212	.408	
Sex			
Male	207	.606	.143
Female	209	.577	
Interaction			
Class Male	106	.780	4.980*
Class Female	108	.769	
Control Male	101	.431	
Control Female	111	.385	
MSE		.6077	

* $p < .05$
** $p < .001$

CAREER MATURITY INVENTORY



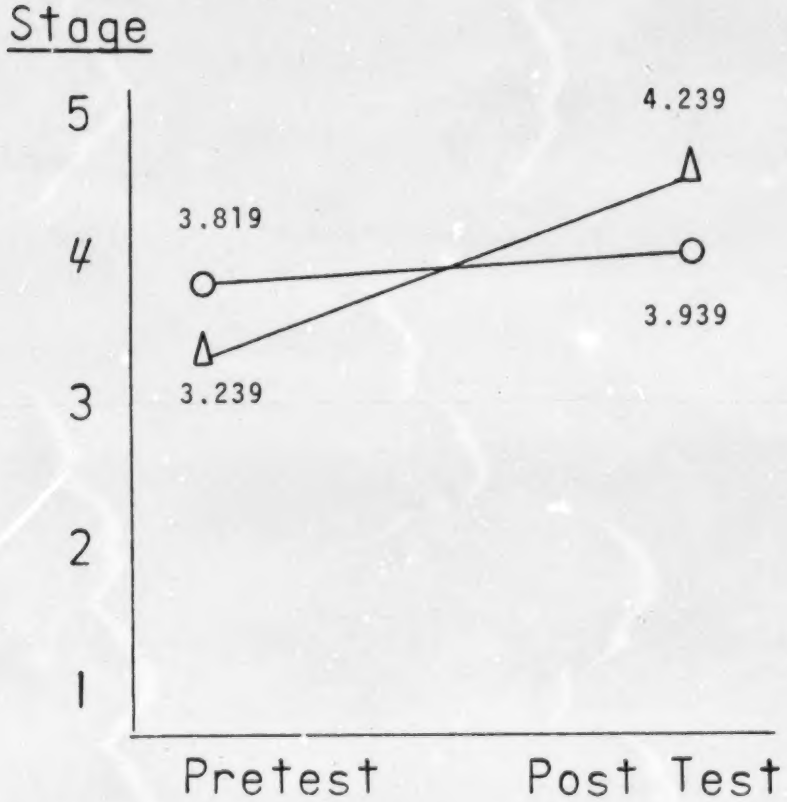
Δ - Career Decision Making Class

O - Control Group

P < .001 - Gain Difference

CAREER ASSESSMENT INVENTORY

COLLEGE MAJOR



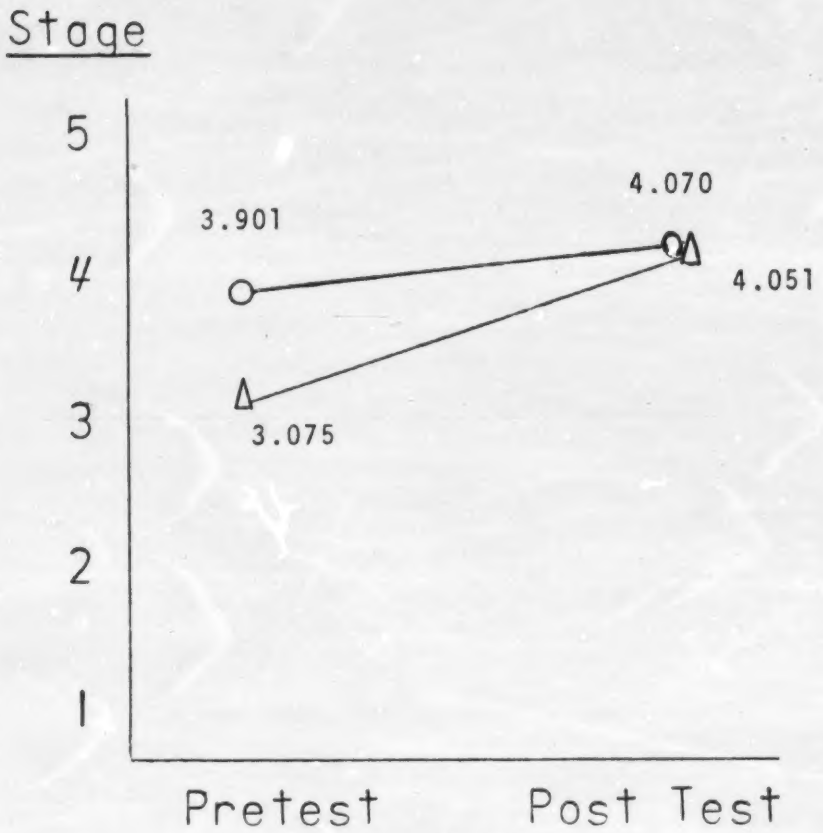
Δ - Career Decision Making Class

○ - Control Group

P < .001 - Gain Difference

CAREER ASSESSMENT INVENTORY

OCCUPATION



Δ - Career Decision Making Class

O - Control Group

P <.001 - Gain Difference

Goodson, W.D.--Brigham Young University
Shepherd, J.J.--University of Utah
Carney, C.G.--University of Utah

CAREER ASSESSMENT FORM
1971

Name _____ Sex _____ Date _____

1. Which statement best describes you with regard to your choice of a college major: (Check only one)

☐ 5. I have decided on my college major--the major I have chosen is: _____

☐ 4. I have my major choice narrowed down to two possibilities. They are: (1) _____

(2) _____

☐ 3. I have tentatively thought about the following possibilities as a major: _____

☐ 2. I have a hazy understanding as to which general areas I could consider.

☐ 1. I am completely undecided concerning my future college major.

☐ Other (describe): _____

2. Which statement best describes you with regard to your choice of an occupation: (Check only one)

☐ 5. I have decided on an occupation. The occupation I have chosen is: _____

☐ 4. I have my occupational choice narrowed down to two possibilities. They are: (1) _____

(2) _____

☐ 3. I have tentatively thought about the following possibilities as an occupation: _____

☐ 2. I have a hazy understanding as to which occupations I could consider.

☐ 1. I am completely undecided concerning my future occupation.

☐ Other (describe): _____

Wm. Dale Goodson, Coordinator
Assistant Professor of
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Brigham Young University
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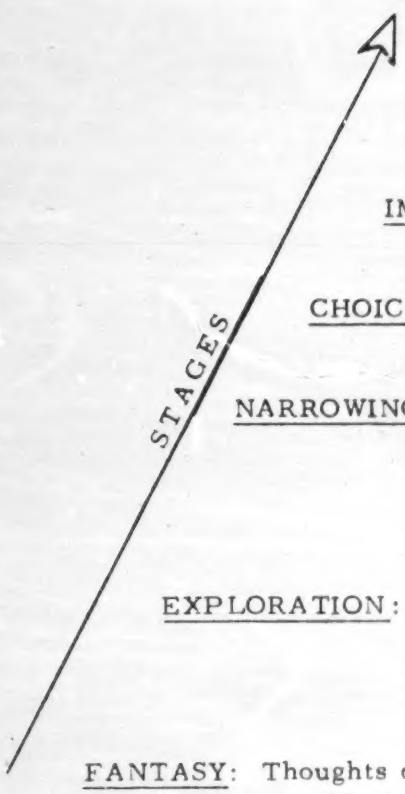
STAGES OF EDUCATIONAL - VOCATIONAL DEVELOPMENT*



MAINTENANCE: Continuing in ones chosen occupational field, advancing, and making career adjustments as needed until retirement.

IMPLEMENTATION: Completing educational requirements and obtaining employment.

CHOICE: Making an education-vocational choice from the most likely choices.

NARROWING DOWN: 1) Picking out the most likely choices out of those available.
2) Collecting more detailed information about the most likely choices so that a decision could be made between them.

EXPLORATION: 1) Learning of the various educational and occupational opportunities
2) Making a self analysis by considering ones interest, abilities, etc.

FANTASY: Thoughts of educational and occupational goals without considering necessary information.

*Adopted from the vocational developmental stages of Ginsberg, E., Super, D. E., and Tiedeman, D. V.

Scratching--Exploring Career Alternatives Through Self-Instructional Aids

by
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Brigham Young University

My portion of the program this afternoon is to deal with the use of autotutorial or self-instructional aids as a means of extending the counselor's availability to students. Increased interest from administrators concerning the effectiveness of their counselors has moved many to reevaluate counseling programs. The expense of offering only traditional one-to-one counseling is a luxury that few systems can afford.

As a profession, we need to remove our blinders as we consider new and different ways to improve our services. Consideration should be given to providing effective service to the maximum number of students at the minimum amount of cost.

Self-instructional or auditutorial resources can greatly supplement the capacity of the counselor to reach more students who have heretofore gone unassisted. If properly implemented, auditutorial career counseling can expand existing career capabilities manifold.

Many materials are readily adaptable to self-help usage if one uses a little imagination and creativity. Adaptable materials would include requirements of careers, college majors, particular universities, graduate programs, basic interest test interpretation, decision-making experiences, and so forth.

With general information provided through self-instructional or auditutorial methods, the client, when meeting with the counselor can focus directly on specific issues and concerns, thus utilizing the counselor's expertise more fully.

We now have for you a brief exerpt of a test interpretation that has been designed for use using an autotutorial system or a self-help method:

> "Hello. The purpose of this slide presentation is to assist you to interpret the Strong Vocational Interest Blank. Edward K. Strong, author of the inventory,

began its development in the 1920's. The test's long history has made it possible to research and refine it until today it is one of the most highly respected interest inventories available.

At the end of this presentation, you will be given a handout which will review the information you will be given here. Nevertheless, you might want to have a pen or pencil handy to make notes and draw reference lines.

Men in different jobs have different interests. The Strong Vocational Interest Blank is a device to identify the different interests of college students, and thus to suggest to them occupations they might find stimulating.

For this purpose, the Strong provides an index of the similarity between a person's interests and those of successful men and women in a wide range of occupations.

You might recall that when you took the test you were presented with a long list of activities and asked to indicate the ones you liked or disliked. Your responses are analyzed chiefly in two ways: First, by looking at your responses to clusters or related items-- for example, items related to mechanical activities or homemaking activities; second, by comparing your responses to those of men or women already established in a wide range of occupations, as shown in the example with dentists.

The results of these analyses are printed out on the profiles you have before you. Careful analysis of your profile can help you better understand your unique pattern of interest.

Before we continue, may we offer a word of caution. In times of uncertainties a test that will "tell me what I should do" is eagerly sought by many students. But no test or interest inventory can "tell me what I should do." The Strong Vocational Interest Blank cannot tell anyone where he can succeed. It is not a test of aptitude or intelligence. What it can do is make it possible for you to compare your likes and dislikes with those of people in specified occupations.

This is helpful information, but it must be integrated with your other characteristics, your intelligence, special abilities, experience and attitudes, before any definite decisions can be made.

Now let us get to your individual Strong Vocational profile. If you have questions during the presentation please don't hesitate to raise your hand, so the counselor with you might interrupt this narrative and respond.

You will note that there are separate forms of the Strong for males and females. Therefore, we ask you to listen carefully for distinctions between the two forms, so that you will get correct information, be you male or female.

The Strong Profile is divided into three parts: (1) the basic interest scale, (2) the occupational scale, (3) the non-occupational scale. We will discuss the areas of the test in that order. The fourth area on your printout, the administrative indices, will be discussed briefly, later.

Let us begin our explanation with the basic interest scales located in the top left portion of your printout. These scales are made up of clusters of items that relate to each other and to various broad interest areas. If a person has a high score on one of these basic scales, he has responded like to a number of related items. For example, if he has a high score on the business management scale, he has indicated a liking for a variety of business management activities. On the other hand, if his score is low, he has indicated that he probably would not enjoy such activities. Your scores are indicated by the numbers to the right of the names of the scales. These scores generally range from 30 to 70, with most scores falling around 50."

This, of course, is only a small segment of the entire interpretation for the Strong Vocational Interest Blank, but perhaps it will give you some additional motivation to try to implement such a system in your own institution, that you might more fully extend your counselor hours to meet the needs of the students who are seeking your help.

PERSONAL AND CAREER DEVELOPMENT: A 'FAIR' APPROACH

Introduction

Counseling centers in University settings throughout the nation are constantly struggling with program development to facilitate the student in his search for self. At Brigham Young University we are really no exception to this statement and we feel our programs are well thought out and excellently developed to meet the needs of the students. The next critical step is to have the students become aware of the assistance and the resources available to them.

At Brigham Young University, one of our most successful ways of making our programs known has been through an annual Personal Development Fair. The fair is both experiential and informational in nature and provides the student with an opportunity to examine some of life's great questions and assess his own level of development in these areas. The experiences he has and resources he becomes aware of are identified with the Career Education Department and Personal Development Center on campus.

Lead-in to presentation

Because of our limited time, we would like to walk you through our Fair through the use of slides and tape, so that you might have an experience, although abbreviated, to help you

evaluate this approach. Our theme for this year's fair was CARNIVAL TIME, the name bringing to mind a fun, happy experience which we feel this process of life and career planning can be and, in fact, is for many.

PRESENTATION

Narrator: The Personal Development Center, at Brigham Young University presents -------- CARNIVAL TIME ----------. That's right ladies and gentlemen, its Carnival Time and that rhymes with dime and that stands for life. What are you going to do with your life? ---- Sell pencils for a dime on Center Street ----- Wallow in the depths of personal inadequacy and indecision------Or are you on your way up? Up the road that gives you the answer to life's great questions, Who am I/ Where am I going? What things are important to me in life? These and many more questions you may find the answers to at Carnival Time presented by the Personal Development Center at Brigham Young University. -------You'll see Genie, the vocational genius and Woody the master carver of lives who can tell you exactly what you should do in life and all you have to do is live with it. Do you need to relax? -----Talk to Jonathan the Great, who can relax a raging lion with the flip of a switch. Yes, ladies and gentlemen, spend a few minutes profitably at Carnival Time, presented by the Personal Development Center at Brigham Young University.

Music: "Now is the time, to make up your mind, not on Thursday---"

Narrator: Some of our student paraprofessionals were used as barkers and through such approaches as just heard, invited the students into the lounge area of our student activity center for an experience into themselves and an exposure to helping resources on the campus. We used over 200 photographs of real people in real life settings as our backdrop and divided the lounge into separate areas where students could comfortably and semi-privately have an experience in personal and career development.

Narrator (Values Booth): The first area the students were exposed to was our values booth. In a comfortable lounge setting, students would stop to peruse and work through the various values exercises provided, such as are illustrated on the slides. Many would spend considerable time here, some with boy or girl friend. Others would pick up materials to look at at a later time. A professional counselor was always available at this booth to interact with the students.

Narrator (Career-Life Planning Booth): The next area the participants would come to was our Career-Life Planning Booth. Every 15 to 20 minutes a new group of 10 to 15 students would be taken through a mini-career life planning experience. This area was constantly in use and required our changing the counselor often while he still

had a voice.

The participants would leave the experience with their own career guide to follow through on. The leader of this group would often serve as an information resource for the students to point them to our Career Information Library, College Advisement Centers, or other experiential resources such as life planning workshops, or career exploration groups. Students could pick up cards to sign up for a group or workshop at any of the booths.

Narrator (ESDB and Relaxation): Tapes were prepared on our ESDB (Eliminating Self Defeating Behavior) groups and our Relaxation groups. Students could stop for a few minutes, have a mini-relaxation experience and learn about the two groups.

(PICK UP PART OF THE INSTRUCTIONS FOR RELAXATION)

Narrator (Pre-marital and Marital Counseling Booth): Head sets were also used in our pre-marital and marital counseling booth to listen to short tapes on areas of dating, marriage, problem solving in marriage, and other appropriate topics. An area was provided here also where students could take the EPPS (Edwards Personal Preference Schedule) and make arrangements for interpretation by a counselor in the near future.

Narrator (Practical Decision Making Class): Through the Career Education department we have developed a "Practical Decision Making" course, as you have just been told, and in the Fair an attractive display of a Decision Making model was built with information and handouts regarding the class for the students.

Narrator (Information Booth): At each area opportunities were provided for students to sign up for more indepth experiences through the Career Education Department or the Personal Development Center. In addition to that an information booth was also provided where students' questions could be answered and handouts regarding the total services of the departments could be distributed.

Narrator (Slide Presentations: Snoopy and Dining Etiquette): Two slide presentations were alternated throughout the time of the fair at the information booth. These helped to attract the students to the fair and hold their attention for a few minutes as well as bringing up areas related to personal and career development. We found Snoopy to be a helpful, non-abrasive way of approaching areas of personal concern.

Narrator (Walk-in Booth): Between 1500 and 2000 students spent an average of 33 minutes in our Fair this year. One of our biggest surprises was the activity of our walk-in counseling booth. Located right in the area of the fair and separated only by wood and cloth dividers, our counselors saw several students each four-hour shift with questions and problems ranging from "How can I sign up for a group or choose a major?" to "My wife is leaving me, what shall I do?"

Narrator (Evaluation): The data we have collected on our annual fair has shown us that students are in need of this information and are appreciative of this exposure. Our next problem has become--How to handle the increase in business as a result of the fair. But then, that is a pleasant type of problem.